



Fork Shoals School

916 McKelvey Road

Pelzer, SC 29669

Grades	PK-5 Elementary School	
Enrollment	703 Students	
Principal	Kim Reid	864-355-50000
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Chuck Saylor	803-360-3527

THE STATE OF SOUTH CAROLINA 2013 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2013	Good	Average
2012	Good	Good
2011	Good	Average
2010	Average	Good
2009	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

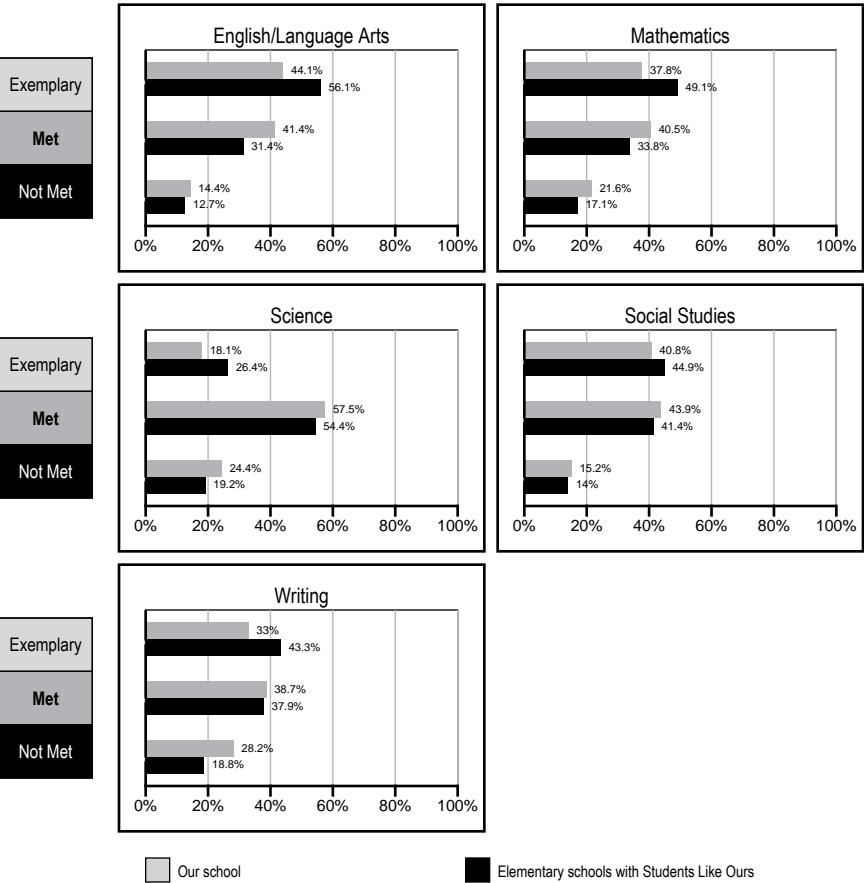
Percent of students tested in 2012-13 whose 2011-12 test scores were located | 97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
39	15	1	1	0

* Ratings are calculated with data available by 12/14/2013.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=703)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Down from 1.2%	0.8%	0.9%
Attendance rate	96.0%	Down from 96.4%	96.8%	96.3%
Served by gifted and talented program	13.2%	N/A	11.2%	7.2%
With disabilities	9.6%	N/A	11.3%	12.4%
Older than usual for grade	1.8%	N/A	1.4%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	65.0%	Up from 52.3%	63.8%	62.5%
Continuing contract teachers	95.0%	Up from 90.9%	86.2%	83.3%
Teachers returning from previous year	87.7%	Down from 90.1%	89.6%	88.3%
Teacher attendance rate	95.3%	Up from 94.6%	95.1%	95.0%
Average teacher salary*	\$48,320	Up 5.7%	\$49,052	\$48,193
Professional development days/teacher	17.3 days	Down from 18.2 days	10.7 days	11.0 days
School				
Principal's years at school	1.0	Down from 7.0	4.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 21.6 to 1	21.0 to 1	20.1 to 1
Prime instructional time	90.6%	Up from 90.0%	90.6%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.4%	Up from 98.3%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,035	Up 11.7%	\$6,839	\$7,364
Percent of expenditures for instruction**	65.0%	Up from 64.7%	68.0%	68.0%
Percent of expenditures for teacher salaries**	64.0%	Down from 64.5%	67.0%	66.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Fork Shoals School is an International Baccalaureate (IB) School that educates the whole child through a collaborative effort of home, school, and community. Student inquiry is the core of our philosophy where the children take hold of their learning to gain knowledge. Our School Improvement Council, Parent Teacher Association, and Fork Shoals faculty strive to provide academic rigor, as well as, develop our children in to responsible citizens.

Fork Shoals School has been an authorized International Baccalaureate School since 2005 and every five years must undergo a rigorous process to maintain IB accreditation. This was the year for Fork Shoals' evaluation and included conducting an intensive self-assessment and a site evaluation from the governing IB administration. Teachers, staff, administrators, parents, and community members collaborated extensively to achieve this goal. In return, the IB evaluators presented us with their findings, and we look forward to implementing their suggestions. It is also important to maintain good communication with our parents and community about what an IB education entails. To this end, all SIC meetings are open to the public and promoted throughout the school year. We held IB workshops to educate parents about IB philosophies at the elementary, middle, and high school levels. At Fork Shoals, we implement the Primary Years Programme (PYP) through inquiry-based instruction. Our mission is to provide a world-class culture of inquiry and to nurture each student's desire to be a continuous learner and a responsible citizen. The school strives towards this goal by developing integrated units of study throughout the year using a project-based approach. Students are the center of the instruction since each child keeps a portfolio, sets a goal and conferences with a guardian yearly. Every student receives Spanish Instruction with 3rd-5th graders having daily immersed lessons. The school believes this approach will develop well-rounded, internationally minded, knowledgeable children. Fork Shoals School has developed three goals to work towards over the next five years. Those goals continue to be raising the academic challenge and performance of each student in English Language Arts and Math as measured by the Palmetto Assessment of State Standards and providing a school environment supportive of learning as rated by parents, teachers, and students on the state report card survey. Our goals are directly related to the district wide emphasis of raising the academic challenge and performance for each student. We will continue to measure these goals by evaluating student work, test scores, and by analyzing parent, student, and teacher surveys.

An area of concern for all this year was school security and safety. Throughout the school year several drills are performed at random to ensure that the entire school is prepared for unforeseen events. Additionally, a door-card entry system was installed this year as well as an increased presence of uniformed officers in the school and on school property.

Fork Shoals School is unique, combining high academic expectations with problem solving skills while also developing more culturally aware, educationally empowered students. The school is progressing and will continue to progress toward providing our students with a world-class education.

Ashley Buzzalino, SIC Chairperson Kim Reid, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	116	81
Percent satisfied with learning environment	100%	89.7%	91.3%
Percent satisfied with social and physical environment	100%	90.4%	92.6%
Percent satisfied with school-home relations	100%	89.7%	89%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

ESEA/Federal Accountability Rating System

In July 2013, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	80.4
Overall Grade Conversion	B

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Fork Shoals School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	2.3%
Classes in high poverty schools not taught by highly qualified teachers	2.7%	4.9%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
-----------	----------	-----------	--------------	---------------------	--------------	---------------

Grades 3-5

All Students	666.1	653.9	628.1	653.4	100.0	100.0
Male	659.9	652.6	627.0	658.9	100.0	100.0
Female	672.0	655.1	629.2	648.1	100.0	100.0
White	671.5	659.1	633.0	654.2	100.0	100.0
African American	648.3	631.5	608.3	646.1	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	599.2	590.4	580.8	618.4	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	649.6	635.0	617.9	643.7	100.0	100.0
Annual Measurable Objective (AMO)	635.0	635.0	635.0	635.0	95.0	95.0

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2012	3	119	100	15.2	19.6	65.2	84.8
	4	126	100	15.3	39.8	44.9	84.7
	5	151	100	16.3	49	34.7	83.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	114	100	17.5	25.2	57.3	82.5
	4	115	100	17.1	45.9	36.9	82.9
	5	121	100	9.2	51.3	39.5	90.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2012	3	119	100	19.6	38.4	42	80.4
	4	126	100	16.9	38.1	44.9	83.1
	5	151	100	15.6	51	33.3	84.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	114	100	30.1	28.2	41.7	69.9
	4	115	100	18	43.2	38.7	82
	5	121	100	17.6	48.7	33.6	82.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2012	3	59	100	30.4	42.9	26.8	69.6
	4	126	100	25.4	67.8	6.8	74.6
	5	76	100	17.6	56.8	25.7	82.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2013	3	58	100	41.2	41.2	17.6	58.8
	4	115	100	19.8	63.1	17.1	80.2
	5	60	100	18.6	61	20.3	81.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2012	3	60	100	5.4	55.4	39.3	94.6
	4	126	100	14.4	53.4	32.2	85.6
	5	75	100	21.6	41.9	36.5	78.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	56	100	17.3	53.8	28.8	82.7
	4	115	100	10.8	48.6	40.5	89.2
	5	61	100	21.7	26.7	51.7	78.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	150	100	23.3	43.2	33.6	76.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2013	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	110	100	32.4	25.5	42.2	67.6
	4	115	100	33.9	45.5	20.5	66.1
	5	121	100	19.3	43.7	37	80.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2013	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample